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| Grade:2nd  **Unit 5: Hand-Me-Down Tales from Around the World**  Building on previous units, students write opinions and narratives related to the folktale/world theme of this unit. Students discuss text features as a part of reading of informational text. Although students have compared *versions* of tales in unit two, they will now compare the narrative to the poetry version, using the story of the Pied Piper. Students develop independent reading skills as they read texts on grade level (and beyond) throughout this unit.  **Student Objectives**:  Read poetry, informational text, and literature on grade and stretch levels.  Retell folktales from diverse cultures, determining their central message or lesson.  Write imaginary narratives in which they tell a well-elaborated story based on the study of various countries.  Ask and answer questions of a speaker who reads a folktale from her home country.  Use text features in non-fiction to aid comprehension of the text.  Compare a variety of versions of *Stone Soup*, contrasting the differences in story elements and key details.  Compare a poetry version and a prose version of the same *Pied Piper* legend.  Learn the irregular forms of plural nouns.  Write an opinion piece on why folktales were handed down.  Memorize a Robert Louis Stevenson poem and record it. | COMMON CORE STANDARDS:  These Focus Standards have been selected for the unit from the Common Core State Standards.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **SL.2.3:**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  **Phonics/Word Work**  -Word Families-  Week 1&2 – Prefix un, Suffixes ful, less, er, and ly  Week 3&4 – Plurals s and es & Plurals y to ies  Week 5&6 – y plus er, est & Verb ending ed  **Grammar**  Week 1&2 Contractions & Adjectives  Week 3&4 Comparative and Superlative Adjectives/Review Adjectives  Weeks, 5&6 Review Simple Sentence Structure & Compound Sentences joined with and  **Comprehension Strategies**  Week 1&2 –Infer/Cause and Effect and Review Determine Importance: Supporting Details  Week 3&4- Use Fix up Strategies: Pictures, Review Infer: Cause and Effect  Week 5&6-Synthesize: Create a Summary/Review Use Fix Up Strategies: Pictures | | | |
| Read Aloud | Shared Reading | Guided Reading  \*Leveled Library/Rigby | Interactive Writing/  Writing Mini Lessons | Independent Writing/  Reading |
| Stories *The Treasure* (Uri Shulevitz) (E)  *Itching and Twitching: A Nigerian Folktale*(Patricia C. and Robert L. McKissack, and Laura Freeman)  *The Girl Who Wore Too Much: A Folktale from Thailand*(Margaret Read McDonald andYvonne Lebrun Davis)  *Caps for Sale: A Tale of a Peddler*(Esphyr Slobodkina)  *The Enormous Turnip*(Alexei Tolstoy and Scott Goto)  *Liang and the Magic Paintbrush*(Demi)  *Stone Soup*(Ann McGovern and Winslow Pinney Pels)  *Cuckoo/Cucú: A Mexican Folktale*(Lois Ehlert and Gloria de Aragon Andujar)  *Moon Rope/Un lazo a la luna: A Peruvian Folktale* (Lois Ehlert and Amy Prince)  **Stories (Read Aloud)**  *The 13 Clocks*(James Thurber and Marc Simont) (E)  *Martina the Beautiful Cochroach, A Cuban Folktale*(Carmen Agra Deedy and Michael Austin) (EA)  “How the Camel Got His Hump” in *Just So Stories* (Rudyard Kipling) (E)  *The Village of Round and Square Houses*(Ann Grifalconi)  *The Lost Horse: A Chinese Folktale*(Ed Young and Tracey Adams) (EA)  *The Five Chinese Brothers*(Claire Huchet Bishop and Kurt Wiese)  *Not One Damsel In Distress: World Folktales for Strong Girls*(Jane Yolen and Susan Guevara)  *The Pied Piper*(Steven Kellogg)  *Stone Soup*(Marcia Brown)  *Stone Soup*(Jon. J. Muth)  *The Real Story of Stone Soup*(Ying Chang Compestine)  *Stone Soup*(Tony Ross)  *Some Friends to Feed: The Story of Stone Soup* (Pete Seeger, Paul Dubois, and Michael Hays)  *Stone Soup*(Heather Forest)  *Bone Button Borscht*(Aubrey Davis and Dušan Petričić)  **Poems (Read Aloud)**  “The Pied Piper of Hamelin” (Robert Browning) (E)  **Informational Text**  *Art Around the World*(Discovery World) (Heather Leonard) (E)  *Shoes, Shoes, Shoes* (Around the World Series) (Ann Morris)  *Weddings* (Around the World Series) (Ann Morris)  *On the Go* (Around the World Series) (Ann Morris and Ken Heyman)  *Loving* (Around the World Series) (Ann Morris and Ken Heyman)  *Bread, Bread, Bread* (Around the World Series) (Ann Morris and Ken Heyman)  *Houses and Homes* (Around the World Series) (Ann Morris and Ken Heyman)  **Informational Text (Read Aloud)**  *If the World Were a Village: A Book about the World’s People*(David Smith and Shelagh Armstrong) (E)  *Hungry Planet: What the World Eats* (Peter Menzel and Faith D'Aluisio)  *How I Learned Geography*(Uri Shulevitz) (EA) | \*Rigby Charts  \*Various read aloud poems/books/  pair/share  Turn/talk | **Terminology**  character  conclusion  folktale  index  irregular  legend  narrative poem  noun  plot  plural  setting  spelling patterns | -Contractions  -Adjectives  -Compound Sentences  -Cause and Effect  -Writing A Summary | -Graphic Organizer Webs  -Various writing mini lessons  -Various shared writing based on reading/  discussion |
| Art/Technology/Music | Assessment/  Rubrics | Science/Social Studies Related to Utah State Standards | Literacy Centers/Independent Work | |
| Interdisciplinary Connections  **This unit teaches:** Music  * + - Sergei Prokofiev, “[Peter and the Wolf](http://www.prokofiev.org/catalog/workessential.cfm?WorkID=80)” (1936)  ****Film****  * + - “[Peter and the Wolf](http://www.imdb.com/title/tt0863136/),” Suzie Templeton, dir. (2006)   **Social Studies:** Financial Literacy  **Science**: Physical Science This unit could be extended to teach:   Additional Resources  (Go to Common core unit maps for links)  [A Collection of Folktales from Around the World](http://collaboratory.nunet.net/nssd112/oakterrace/imc/tales.html) (Oak Terrace Elementary School, Highwood, IL) (RL 2.2)  http://worldoftales.com/ | -Various writing samples  -Classroom discussion  -Observation  -Center work | **Social Studies-**  .  Standard 4:  Second Grade  **Self, School, and Community**  **Students will explain how the economy meets human needs through the interaction of producers and consumers**  **Objective 1: Describe how producers and consumers work together in the making and using of goods and services.**  a. Define and explain the difference between producing and consuming.  b. Explain ways in which people can be both consumers and producers of goods and services.  c. Recognize that people supply goods and services based on what people want.  d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).  e. Identify how technology affects the way people live  **Objective 2: Describe the choices people make in using goods and services.**  a. Explain the goods and services that businesses provide.  b. Explain the services that government provides.  c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).  d. Explain how work provides income to purchase goods and services.  e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit  union, savings account  **Social Studies Vocabulary Students Should Know and Use:** produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account  **Science:**  **Standard 3. Physical Science**  **Objective 2. Analyze objects and record their properties**  **Indicator 1.** Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.  **Indicator 2.** Predict measurable properties such as weight, temperature, and whether objects sink or float; test and record data.  **Indicator 3.** Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.  **Science language students should be able to use correctly:** sort, predict, classify, solid, liquid, dissolve, matter, property, mix.  **Guidance for Combining Content and Process Guidance** | -Computer Center  -Spelling/Word Work/Language Arts Skill Practice  -Writing  -Listening Center  -Guided Reading Center  -Read to self/read to partner center | |

* Social Studies: ● Science (Standard 1 Incorporated into all Standards)

Unit 1: Geography Unit 1: Earth Science Standard 2 Objective 2 & 3(night sky/seasonal weather)

Unit 2: Culture Unit 2: Physical Science Standard 3 Objective 1(observe falling objects/gravity)

Unit 3: Citizenship Unit 3: Life Science Standard 4 Objectives 1 & 2(Adaptations/Needs of living things)

Unit 5: Financial Literacy Unit 4: Earth Science Standard 2 Objective 1(Rocks)

Unit 5: Physical Science Standard 3 Objective 2 (Compare/contrast phys. Changes)

\* Teach Standard 1: Thinking like a scientist/scientific process in Unit 1